



Mission

Utah Virtual Academy students will attain superior academic achievement through parent involvement, innovative teaching and school accountability within a virtual environment that embraces individual learning styles.

- 1) Brief description of student population (i.e., number of students by grade, race, ethnicity, socio-economic status, etc.)

Enrollment Summary			
Total	K-5	6-8	HS
2120	756	629	735
	36%	30%	35%
Special Group Summary			
SPED	504	Title I	Low Income
340	25	207	1281
16%	1%	10%	60%
Population Groups			
	Rural	849	40%
	Urban	1271	60%

UTVA has experienced a shift in student population from majority students with a home school background needing support to a majority population in the secondary grades to students who are at risk coming to UTVA as a school of last resort. This has required a change in how we meet the instructional needs of students from a supportive role to providing much more direct instruction and interventions to meet the needs of this population shift.

- 2) School analysis of the data points included in this report

We have designed an aggressive, multi-faceted plan to address student achievement. This plan began last school year and was accelerated with our focus designation and implementation of our school improvement plan in January of 2013.

Conclusions after first year of school improvement focus -

- There were many positive, research based changes made as a part of our school improvement plan that needed to be pushed more aggressively such as implementing the systemic instructional and procedural changes and targeting state standards in our instruction.
- School Improvement Plan was focused on the high school which resulted in overall gains in most areas in grades 9-12. Focus has now shifted to K-12 improvement as the lower grades also need dramatic academic improvements.
- Major administrative changes made last year which were disruptive but necessary. Both K8 and High School Principals were replaced.
- Lack of extensive internal, in year, accountability measures to track our in year progress and accurately predict end of year performance

Our Reactions to make aggressive improvements this school year -

- Aggressive implementation of **instructional improvement plan**. Increased focus on **instructional training** of teachers investing in monthly face to face professional developments to provide training and practice if instructional skills using the SIOP model. Teachers are being trained in Collaborative Team Coaching and spending time observing instruction and giving feedback teacher to teacher.
- Implementation of **weekly teacher observations followed by weekly feedback discussions** with Principals. Teachers are also now required to turn in lesson plans one week ahead which are reviewed with them by their principal in their weekly instructional feedback sessions. **Instructional Coaches** have

been hired who give support to principals in instructional observation and feedback skills and provide professional development for teachers and individual instructional coaching.

- Implementation of a school wide **Common Interim Assessment** used in weekly teacher level **data team meetings** to guide instruction each week. In addition we also hold weekly school-wide data team and school wide data review and analysis with the school leadership team.
- **Curriculum alignment** with the state core standards with a focus on standards mastery rather than curriculum completion.
- Providing additional **training for school leaders** on supervision and extensive ongoing training on data driven instruction and assessment.
- Dedicated time focused specifically on **high school graduation** including developing multiple pathways to graduation, adding credit recovery opportunities for students, weekly Hot SWAT meetings to discuss student individual needs for graduation.
- Hired a team of **Mentors** dedicated to increasing student engagement and attendance in the secondary grades.
- **Individual Learning Plans** (ILP's) are now created with every student – goal is within the first 4 weeks of school. Each student will also have a follow up ILP conference during 2nd semester to measure accomplishment of goals and continuing individual student needs.
- High school changed from a semester (6 classes) to a **block** (3 classes every 9 weeks) **schedule** resulting in an ability for students to focus on fewer classes at once and provide for the ability to take additional classes as needed for graduation.
- Graduation rate **reporting** is being scrutinized and processes put in place to better document student withdrawals and to verify student transitions.
- Transition from Power School to the state's **SIS system** to improve accuracy in state reporting.
- Implementation of a more complete and holistic **attendance plan**.
- Improving **enrollment process** so that students are given a "seat offer" that needs to be confirmed before midyear enrollment from the waitlist.

3) **Needed supports to improve your school's academic and engagement performance**

Professional Development for teachers – School Improvement Grant

Operations training – request to USOE / Charter Board / K12 management company

Hybrid drop in Center - obtained permission from USOE to use excess special education funding for school-wide Title purposes.

Possible Alternative Online High School Option – Charter school application

4) **School action plan to procure needed supports identified in #4, provide assistance to students/teachers, and school's 'Overall Score' goals for school years 2014 and 2015**

(Plan to procure supports above with supports)

UTVA Board Goals SY 2013-2014

Parent Satisfaction, increase by 3 percent

Student Retention, increase in-year by 2 percent

Re-Registration Rate, increase by 2 percent

The academic goals are as follows:

Language Arts - score within 1% of the state average CRT's

Math – 3 year goal – score within 1% of the state average CRT's

1st year – close the gap by 50%

2nd year – close the gap by another 50%

3rd year – Score within 1%

High School Graduation Rate – 65% by 2014

School Grade – earn a C or better